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ABSTRACT

The goals of the Columbus Staff Development and Human Relations Program for the 1982-83 school year included: (1) to provide inservice support for the School Improvement Program in order to improve pupil acquisition of basic skills; (2) to train 148 teachers and 30 other personnel in the Teacher Expectations and Student Achievement (TESA) program; (3) to train teachers to accommodate pupil learning styles, improve time management practices, and provide strategies for improved stress management; (4) to train teachers in methods to improve discipline; (5) to provide assistance for building level inservice programs; (6) to provide inservice programs for professional support staff; and (7) to provide miscellaneous other inservice programs. Progress toward each of these goals is evaluated in terms of teacher participation, attitudes toward the program, and application of new strategies. The major part of the document is made up of appendixes. These contain TESA workshop evaluation forms, a Staff Development/Human Relations (SD/HR) workshop evaluation form, an SD/HR follow-up survey form and activities checklist, and six chronologies of SD/HR activities. (Author/BW)

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ED249280

FINAL EVALUATION REPORT

STAFF DEVELOPMENT/HUMAN RELATIONS PROGRAM

JULY 15, 1983

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TM 840 637

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FINAL EVALUATION REPORT

STAFF DEVELOPMENT AND HUMAN RELATIONS PROGRAM

July 15, 1983

The goal of the Staff Development and Human Relations Program for the 1982-83 school year was to provide effective inservice programs for administrators, teachers, and professional support staff in areas of identified needs. The project goal included: (a) providing inservice support to school staff participating in the School Improvement Program in order to improve pupil acquisition of basic skills; (b) training 148 classroom teachers and 30 other school personnel in the TESA (Teacher Expectations and Student Achievement) program; (c) training teachers to accommodate pupil learning styles, improving time management practices, and providing strategies for improved stress management; (d) training teachers in a variety of methods to improve discipline; (e) providing staff development technical assistance for building level inservice programs at 129 school buildings; (f) providing inservice programs for professional support staff; and (g) providing inservice programs and/or technical assistance in miscellaneous other areas, including "Managing the Elementary Classroom" and the "Middle School Administrator Academy." Inservice programs were to be provided or assisted by eight SD/HR specialists, under the supervision of a program supervisor. Inservice programs were held at various locations throughout the school system, both during school hours as well as after school hours. The evaluation design for the program is outlined as follows by evaluation question, as described in the project narrative section of the 1982-83 program proposal.

Evaluation Design

Evaluation Question 1.0 (School Improvement Program): Do 90% of the teachers responding to the workshop evaluation forms for each workshop rate the activity as successful or very successful in terms of meeting its stated objectives on a Likert-type rating scale?

In order to improve pupils' acquisition of basic skills, the School Improvement Program was implemented in five Columbus schools during the 1982-83 school year. The schools were Wedgewood, Fair, Trevitt, West Broad, and Windsor. A series of four inservice activities were held at each school during the school year. Inservice support for the staffs participating in the activities was provided by SD/HR specialists. Activities at each of the five program schools were coordinated by the liaison specialist assigned to each of the buildings. The SD/HR Workshop Evaluation Form was used by participants to evaluate each activity in terms of its success in meeting stated objectives.

Evaluation Question 2.0 (TESA Program): Do 90% of the teachers responding to the workshop evaluation forms for each workshop rate their understanding of the strategies presented as "perfectly clear to clear" on the seven point rating scale and rate their overall satisfaction with the workshops as "completely satisfied to satisfied" on a seven point rating scale?

In order to improve pupil academic achievement, the TESA program was to be offered to approximately 150 professional staff members. The program, offered to teachers on a first-come, first-serve basis, was to consist of an orientation and five three-hour workshops. At the conclusion of each workshop, participants were to complete evaluation forms that were developed by the Los Angeles County School System and are a part of the TESA Teacher Handbook. In responding to the items on the evaluation form, participants were to be asked to complete seven point Likert-type scales and also to provide written comments. Copies of the instruments are found in Appendix A.

Evaluation Question 2.0 (TESA Follow-Up): Do 90% of the teachers responding to a follow-up of the TESA workshops indicate that they attempted to apply the strategies presented in the workshops in their class and rate the strategies as helpful?

Toward the end of the school year, teachers and other school personnel who participated in the TESA training programs are requested to attend the TESA evaluation meeting. Participants are then asked to complete a locally developed instrument, the TESA Follow-Up Survey. The survey indicates whether participants attempted to apply the 15 strategies presented in the workshop. Response choices range from 1-Never to 5-All of the Time. TESA participants are also asked to rate the helpfulness of the 15 strategies. Response choices range from 1-Of No Help to 5-Very Helpful. A copy of the instrument is found in Appendix A.

Evaluation Question 3.0 (Learning Styles, Time and Stress Management): Do 90% of the participants in each workshop who complete the workshop evaluation form indicate that the workshop was "very successful or successful" in meeting its stated objectives and do 90% of the participants who complete a follow-up survey provide indication that they have tried/applied specific skills or strategies in the classroom?

A workshop entitled "Learning Styles" was to be conducted a total of 10 times for 150 participants during the 1982-83 school year; a follow-up session for each presentation was to be provided. The inservice sessions were to offer teachers the opportunity to analyze the Gregoric and Dunn models of pupil learning styles. The sessions were to be offered on a voluntary basis during the school day.

A workshop entitled "Time Management" was to be conducted a total of 10 times for 150 participants during the 1982-83 school year; a follow-up session for each presentation was to be provided. The inservice program was to emphasize classroom management tips, the importance of goal setting/prioritizing, and learning ways of allocating more time for classroom instruction. The sessions were to be offered on a voluntary basis during the school day.

A workshop entitled "Stress Management" was to be conducted a total of six times for an undetermined number of participants during the 1982-83 school year; a follow-up session for each presentation was to be provided. The inservice sessions were to examine the causes of stress, distinguish between the two types of stress, analyze the physical and psychological responses to stress, and consider specific techniques for managing stress. The sessions were to be offered after school hours.

At the conclusion of each of the inservice programs participants were to complete a locally developed instrument, the SD/HR Workshop Evaluation form, a copy of which is found in Appendix B. Participants were to rate the success of the workshop in terms of meeting its stated objectives. Response choices ranged from 1-No Success to 5-Very Successful. Opportunity was also to be provided for participants to make written comments concerning the inservice program. In addition, four weeks after the initial inservice program, participants were to complete another locally developed instrument, the SD/HR Follow-Up Survey Form, a copy of which is found in Appendix C. Participants were asked to indicate the degree to which skills presented during inservice sessions had been implemented in classroom or related situations, as well as the success of such implementation.

Evaluation Question 4.0 (Student Discipline Workshops): Do 90% of the participants in each workshop who complete the workshop evaluation form indicate that the workshop was "very successful or successful" in meeting its stated objectives and do 90% of the participants who complete a follow-up survey provide indication that they have tried/applied specific skills or strategies in the classroom?

A workshop entitled "Conflict Management" was to be conducted a total of 12 times for 180 participants during the 1982-83 school year; a follow-up session for each presentation was to be provided. The inservice programs was to offer participants the opportunity to learn skills for managing verbal and physical confrontations, for managing negotiations and for preventing the destructive aspects of confrontations.

A workshop entitled "Solving Discipline Problems" was to be conducted once for 30 participants during the 1982-83 school year; a follow-up session for the presentation was also planned. This inservice program was to require 12 hours of instruction and was to be offered to teachers during the school day. Participants were to examine a number of discipline skills, such as those taken from Teacher Effectiveness Training, the Glasser Approach to Discipline, and Assertive Discipline.

A workshop entitled "Positive Approaches to Discipline" was to be conducted seven times for 210 participants during the 1982-83 school year; a follow-up session for each presentation was also planned. The three-hour program was designed to improve pupil behavior and discipline primarily at the elementary level. Participants were to learn to use activities for improving student self-concept, diagnose staff strengths and relationships, and acquire specific discipline strategies for improving pupil behavior.

At the conclusion of each of the inservice programs participants were to complete a locally developed instrument, the SD/HR Workshop Evaluation form, a copy of which is found in Appendix B. Participants were to rate the success of the workshop in terms of meeting its stated objectives. Response choices ranged from 1-No Success to 5-Very Successful. Opportunity was also to be provided for participants to make written comments concerning the inservice program. In addition, four weeks after the initial inservice program, participants were to complete another locally developed instrument, the SD/HR Follow-Up Survey Form, a copy of which is found in Appendix C. Participants were asked to indicate the degree to which skills presented during inservice

sessions had been implemented in classroom or related situations, as well as the success of such implementation.

Evaluation Question 5.0 (Technical Assistance to School Staffs): Do 90% of the participants in each workshop who complete the evaluation form rate the workshop as "successful or very successful" in terms of meeting its stated objectives?

During the 1982-83 school year, SD/HR specialists were to be assigned to 129 schools and provide each with technical assistance for staff development programs. The specialists were to work with the building principal and the Principals' Advisory Committee to assist each school staff in developing their own staff development program. At the conclusion of the inservice programs participants were to complete the locally developed SD/HR Workshop Evaluation Form, a copy of which is found in Appendix B. Participants were to rate the success of the workshops in terms of meeting their stated objectives. Response choices ranged from 1-No Success to 5-Very Successful. Participants were also provided with the opportunity to make written comments concerning the inservice program.

Evaluation Question 5.0 (School Summaries of Staff Development Activities): Is there evidence that each target school submitted a written summary of staff development/human relations activities that includes dates, number of hours, number of participants, and the goals and objectives?

During the 1982-83 school year, SD/HR specialists were to compile reports of individual building level inservice activities for the 129 schools. To this end, an instrument, the Staff Development and Human Relations Activities Checklist was locally developed. A copy of the form is found in Appendix D. The form provided for a written summary of the individual inservice activity, including dates, number of hours, number of participants, as well as the goals and objectives.

Evaluation Question 6.0 (Professional Support Staff Inservice): Do 90% of the professional support staff responding to the workshop evaluation forms for each workshop rate the activity as "successful or very successful" in terms of meeting its stated objectives on a Likert-type rating scale?

During the 1982-83 school year, SD/HR specialists were to conduct inservice activities for professional support staff on a request basis. At the conclusion of the inservice programs, participants were to complete the locally developed SD/HR Workshop Evaluation Form, a copy of which is found in Appendix B. Participants were to rate the success of the workshops in terms of meeting their stated objectives. Response choices range from 1-No Success to 5-Very Successful. Participants were also provided with the opportunity to make written comments concerning the inservice program.

Evaluation of Miscellaneous "Other" Inservice Programs:

During the 1982-83 school year, SD/HR specialists were to conduct and/or assist in the presentation of miscellaneous "other" staff development inservice

programs. These programs included "Managing the Elementary Classroom," "Middle School Administrator Academy," "Senior High Staff Development," "TRIBES" Training, and "QUEST" Training. These inservice meetings were to be evaluated by having participants complete the locally developed SD/HR Workshop Evaluation Form, which has already been described and a copy of which is found in Appendix B. The same evaluation criterion found in Evaluation Questions 5.0 and 6.0 was to be used in the analysis of these evaluation data.

Major Findings

The data summarized herein represent evaluation materials collected by SD/HR specialists during the 1982-83 school year, and provided to Evaluation Services by June 3, 1983. The findings are presented in an order corresponding to that of the previously described evaluation design.

School Improvement Program

At the start of the 1982-83 school year, Staff Development administrators agreed that: (a) the Director of Staff Development would provide direct supervision for the School Improvement Program, including necessary technical assistance, and (b) evaluative results from the program would be reported separately from those concerning other Staff Development efforts. The results of an evaluation of the School Improvement Program therefore, are summarized elsewhere under separate cover.

TESA Program

By April, 1983, the five TESA inservice programs had been offered to Columbus teachers. A chronology of SD/HR inservice activities related to design Objective 2.0 is summarized in Appendix E. A total of 691 (duplicated count across sessions) personnel took part in 75.4 hours of inservice activities. By multiplying the number of participants by the number of hours per session, the total number of person hours of inservice can be calculated. The total number of person hours expended for design Objective 2.0 was 52,101.4 All workshops were conducted at the West Mound or Shepard Centers.

Results from two items of the TESA Workshop Evaluation Forms were used to answer Evaluation Question 2.0 (TESA Program). An analysis of the data collected and as summarized in Tables 1 and 2 indicated that the criteria specified in the evaluation question were not attained for each workshop. Although more than 90% of the respondents gave four of the five workshops an overall rating of 5 or more on a scale of 1 to 7, the criteria specified in the evaluation question were not attained for TESA III. Specifically, 89.0% of the TESA III respondents rated the workshop as providing a clear understanding of unit interactions, and 88.1% of the respondents indicated satisfaction with the same workshop. Therefore, the evaluation criteria specified in Evaluation Question were not achieved, although for the overall TESA program, 9[illegible].0% of the respondents indicated that they had a clear understanding of the unit interactions discussed in the workshops, and 93.1% of the respondents indicated that they were satisfied with the inservice programs.

Table 1

Percent and Average Response to the Participants' Understanding of the Strategies Presented in the Five TESA Workshops

Item from Evaluation Form	N	Average Response	Percent Responding: Perfectly clear 7	6	5	4	3	2	Do not understand them at all 1
Do you have a clear understanding of the unit interactions?									
TESA I	140	5.9	24.4	47.1	27.1	4.3	0.0	0.0	0.0
TESA II	143	6.0	33.6	46.1	11.9	5.6	2.1	0.7	0.0
TESA III	127	5.8	19.7	56.7	12.6	8.7	2.4	0.0	0.0
TESA IV	121	6.4	48.8	45.4	5.0	0.8	0.0	0.0	0.0
TESA V	124	6.1	32.3	49.2	13.7	4.8	0.0	0.0	0.0
Overall Ratings	655	6.0	30.8	48.8	14.4	4.9	0.9	0.2	0.0

Table 2

Percent and Average Response to the Participants' Satisfaction with the Five TESA Workshops

Item from Evaluation Form	N	Average Response	Percent Responding: Completely Satisfied 7	6	5	4	3	2	Utterly Dissatisfied 1
How satisfied were you with today's workshop?									
TESA I	141	6.0	34.8	37.6	22.0	5.0	0.7	0.0	0.0
TESA II	142	6.1	36.6	44.4	9.9	7.0	2.1	0.0	0.0
TESA III	126	5.8	22.2	47.6	18.3	8.7	2.4	0.8	0.0
TESA IV	119	6.3	50.4	38.7	9.2	1.7	0.0	0.0	0.0
TESA V	124	6.3	47.6	43.5	3.2	4.8	0.9	0.0	0.0
Overall Rating	652	6.1	38.0	42.3	12.7	5.5	1.3	0.2	0.0

TESA program participants were not asked to attend a TESA evaluation meeting, and did not complete the TESA Follow-Up Survey. Consequently, Evaluation Question 2.0 (TESA Follow-Up) cannot be answered. In lieu of the evaluation meeting and TESA Follow-Up Survey, participants at the last TESA inservice program were asked to complete the TESA Program Evaluation Survey, a copy of which is found in Appendix A. As summarized in Table 3, 88.5% of the respondents gave the program an overall rating of 1 or 2 on a scale of 1 (high) to 5 (low).

Table 3

Percent and Average Response of Participants in Overall Rating of the TESA Program

Item	N	Average Response	Percents of Respondents High 1	2	3	4	5 Low
10. What is your overall rating of the TESA Program?	113	1.6	60.2	28.3	8.0	2.6	0.9

On the TESA Program Evaluation Survey participants were also asked to prioritize the three interactions which were most effective, and the three which were least effective. The data concerning the most effective interactions are summarized in Table 4, while the least effective interactions are summarized in Table 5. The most effective interactions included "equitable distribution" and "delving," while the least effective interactions included "reasons for praise," "compliments," and "higher level questioning." These "interactions" were representative of a number of strategies presented at the inservice programs to help teachers improve teacher-student interaction as a means of improving student achievement.

Learning Styles, Time and Stress Management

By June, 1983, Staff Development Specialists had reported conducting 15 workshops on topics related to design Objective 3.0 for a total of 192 participants. A chronology of SD/HR inservice activities related to design Objective 3.0 is summarized in Appendix F. A total of 192 (duplicated count across sessions) personnel took part in 83.0 hours of inservice activities related to design Objective 3.0, for a total expenditure of 15,936 person hours. Most of the workshops were reported as having been conducted at the Shepard Center, while the remainder were conducted at various school sites.

An analysis of the data obtained from the SD/HR Workshop Evaluation Form indicated that the first criterion specified in Evaluation Question 3.0 was attained for the composite of workshops designated as part of Design Objective 3.0, with 95.9% of the 172 respondents to the workshop evaluation form indicating that the workshop was "very successful or successful" in meeting its stated objectives (see Table 6). However, the first criterion specified in Evaluation Question 3.0 was not attained for each workshop topic, with only 87.5% of the 24 respondents to the Stress Management Workshop indicating that the workshop was "very successful or successful" in meeting its stated objectives.

Table 4

Percent of Respondents Selecting First, Second, and Third Most Effective Interactions

Interaction Categories	Percent of Respondents		
	First Most Effective	Second Most Effective	Third Most Effective
Equitable Distribution	29.9	4.6	7.5
Individual Helping	19.6	13.0	6.5
Latency	13.1	12.0	5.6
Delving	3.7	16.7	15.9
High Level Questioning	1.9	0.9	0.0
Affirmation	0.9	1.9	4.7
Praise	13.1	11.1	11.3
Reason for Praise	1.9	8.3	5.6
Listening	4.7	10.2	6.5
Accepting Feelings	0.9	0.0	4.7
Proximity	3.7	8.3	6.5
Courtesy	2.9	4.6	9.3
Compliments	0.9	3.8	6.5
Touching	1.9	4.6	7.5
Desisting	0.9	0.0	1.9
Total	100%	100%	100%

Table 5

Percent of Respondents Selecting First, Second, and Third Least Effective Interactions

Interaction Categories	Percent of Respondents		
	First Least Effective	Second Least Effective	Third Least Effective
Equitable Distribution	4.2	2.4	3.8
Individual Helping	1.1	1.2	0.0
Latency	2.1	7.1	7.7
Delving	5.2	9.4	6.4
High Level Questioning	12.6	2.4	15.5
Affirmation	9.5	7.1	6.4
Praise	3.2	4.7	3.8
Reason for Praise	18.9	17.6	9.0
Listening	2.1	1.2	0.0
Accepting Feelings	2.1	2.4	7.7
Proximity	12.6	9.4	3.8
Courtesy	2.1	4.7	10.3
Compliments	7.4	17.6	6.4
Touching	9.5	4.7	7.7
Desisting	7.4	8.1	11.5
Total	100%	100%	100%

Table 6

Percent of Respondents Rating the Success of the Inservice Workshops in Achieving Their Objectives by Design Objective

Item from Evaluation Form		N	Percent of Respondents				
			No Success 1	Little Success 2	Undecided 3	Successful 4	Very Successful 5
1. How would you rate this workshop in meeting its stated objectives?							
Design Objective	Inservice Topics						
3.0	Learning Styles, Time Management, Stress Management	172	0.0	2.3	1.8	40.7	55.2
4.0	Student Discipline	227	1.3	0.0	3.6	42.7	52.4
5.0	Building Level Programs	814	0.0	1.7	3.2	47.5	47.0
6.0	Professional Support Staff	458	0.2	2.6	9.2	47.2	40.8
7.0	Miscellaneous "Other" Inservice Programs	608	0.0	1.0	1.6	44.9	52.5

An analysis of the data obtained from the Follow-Up Survey indicated that the second criterion specified in Evaluation Question 3.0 was not attained for the composite of workshops designated as part of Design Objective 3.0, with only 84.9%, or 79 of the 93 respondents to the Follow-Up Survey indicating that they applied specific skills or strategies in their jobs (see Table 7). Of the 79 respondents indicating that they had actually been able to try or apply the skills or strategies in their jobs, 45 indicated actually applying 1-2 skills, while 24 respondents indicated applying 3-5 skills, and 10 respondents indicated applying 6 or more skills. However, the second criterion specified in Evaluation Questions 3.0 was attained for the Time Management workshop, with all of the 34 respondents indicating that they had actually been able to try or apply the skills or strategies in their jobs. No Follow-Up Survey forms were received from the Stress Management Workshop.

Student Discipline Workshops

By June, 1983, Staff Development Specialists had reported conducting 13 workshops on topics related to design Objective 4.0 for a total of 240 participants. A chronology of SD/HR inservice activities related to design Objective 4.0 is summarized in Appendix G. A total of 240 (duplicated count across sessions) personnel took part in 70.0 hours of inservice activities related to design Objective 4.0, for a total expenditure of 16,800 person hours. The majority of workshops were reported as having been conducted at the Shepard Center while the remainder were conducted at various school sites.

An analysis of the data obtained from the SD/HR Workshop Evaluation Form, and the SD/HR Follow-Up Survey Form indicated that both of the criteria specified in Evaluation Question 4.0 were attained, with 95.2% of the 227 respondents to the Workshop Evaluation Form indicating that the workshop was "very successful or successful" in meeting its stated objectives (see Table 6), and all of the 62 respondents to the Follow-Up Survey indicating that they applied specific skills or strategies in their jobs (see Table 7). Of the respondents indicating that they had actually been able to try or apply the skills or strategies in their jobs, 37, or 59.7% indicated actually applying 1-2 skills, 19, or 30.6% indicated actually applying 3-5 skills, and 6, or 9.7%, indicated actually applying 6 or more skills.

Technical Assistance to School Staffs

By June, 1983, Staff Development Specialists had reported offering technical assistance for 47 building level workshops involving 919 participants in 40 locations. A chronology of SD/HR inservice activities related to design Objective 5.0 is summarized in Appendix H. A total of 919 (duplicated count across sessions) personnel took part in 233.75 hours of inservice activities related to design Objective 5.0 for a total expenditure of 214,816.25 person hours. The workshops were conducted at 32 elementary school buildings, four middle school buildings, two high school buildings, one at North Adult, and one at Shepard Center.

An analysis of the data obtained from the SD/HR Workshop Evaluation Form indicated that the criterion specified in Evaluation Question 5.0 (Technical Assistance to School Staffs) was attained, with 95.1% of the 814 respondents indicating that the workshop was "very successful or successful" in meeting its stated objectives (see Table 6).

Table 7

Percent of Respondents Indicating Actual Application of Skills Learned from Inservice, By Design Objective

Item from Follow-Up Survey		N	Percent of Respondents 0	1-2	3-5	6 or more
2. How many of these skills/strategies have you actually been above to try/ apply in your job?						
Design Objective	Inservice Topics					
3.0	Learning Styles Time Management, Stress Management	93	15.1	48.4	25.8	10.7
4.0	Student Discipline	62	0.0	59.7	30.6	9.7
5.0	Building Level Programs	210	6.7	51.9	31.0	11.0
7.0	Miscellaneous "Other" Inservice Programs	27	7.4	37.0	33.3	22.3

An analysis of the data obtained from the SD/HR Activities Checklist indicated that the criterion specified in Evaluation Question 5.0 (School Summaries of Staff Development Activities) was not attained, with only 47 checklists from 40 buildings (one of which was listed as "Shepard") obtained from the 129 school buildings targeted for services.

Additional data were provided by Follow-Up Surveys to support staff workshop participants. An analysis of these data indicated that 93.8%, or 197 of the 210 respondents to the SD/HR Follow-Up Survey Form actually tried/applied the skills/strategies presented at the workshops in their jobs (see Table 7).

Professional Support Staff Inservice

By June, 1983, Staff Development Specialists had reported conducting six workshops on topics related to design Objective 6.0 for a total of 570 participants. A chronology of inservice activities related to design Objective 6.0 is summarized in Appendix I. A total of 570 (duplicated count across sessions) personnel took part in 23.0 hours of inservice activities related to design Objective 6.0, for a total expenditure of 13,110 person hours. The workshops were conducted at Ft. Hayes.

An analysis of the data obtained from the SD/HR Workshop Evaluation Form indicated that the criterion specified in Evaluation Question 6.0 was not attained, with 88.0% of the 458 respondents indicating that the workshop was "very successful or successful" in meeting its stated objectives (see Table 6).

Miscellaneous "Other" Inservice Programs

By June, 1983, Staff Development Specialists had reported involvement with 38 "Other" workshops on miscellaneous topics assigned to a separate category. These workshops involved 682 participants, and inservice sessions were conducted at a variety of locations. A chronology of SD/HR inservice activities related to this category, designated 7.0, is summarized in Appendix J. A total of 682 (duplicated count across sessions) personnel took part in 208.5 hours of inservice activities related to design Objective 7.0, for a total expenditure of 142,197 person hours.

An analysis of data obtained from the SD/HR Workshop Evaluation Form indicated that 97.4% of the 608 respondents rated the workshops as "very successful or successful" in meeting its stated objectives. A summary of the data is contained in Table 6. Additional data provided by Follow-Up Surveys to workshop participants indicated that 92.6%, or 25 of the 27 respondents actually tried/applied the skills/strategies presented at the workshops in their jobs (see Table 7). Thus, the workshops were effective insofar as attaining the 90% criterion specified in other similar evaluation questions, such as 5.0 and 6.0.

Summary

A total of 3,294 (duplicated count across sessions) personnel took part in 693.65 hours of inservice activities related to all design objectives, for a total expenditure 454,960.65 person hours. The results of SD/HR efforts were generally positive, insofar as 94.3% of the 2,304 respondents in all workshops indicated that the inservice program was "successful or very successful" in meeting its stated objectives, and 92.6% of the 392 respondents to the SD/HR Follow-Up Survey indicated that they had tried/applied specific skills or strategies learned from the workshops in their classrooms or other positions. Table 8 contains a summary of the attainment of specific evaluative criteria from the 1982-83 program proposal.

The results of efforts in terms of encouraging teachers to implement in their classrooms the skills and strategies learned at workshops is somewhat uncertain. Although a total of 2,330 Workshop Evaluation Forms were collected, only 424 Follow-Up Survey Forms, representing 18.2% of the original respondents, were collected, making any generalization concerning skill implementation difficult at best. The following statements are based upon a comparison of the program proposal as presented in the Fall of 1982, and the actual data as received by Evaluation Services throughout the 1982-83 school year.

1. The TESA program consisted of five inservice sessions offered to approximately 150 professional staff members during the course of the 1982-83 school year. Overall, the participants rated their understanding of the strategies presented at the workshops as "clear," and indicated their "satisfaction" with the inservice presentation. A separate TESA evaluation meeting was not held, and program participants were not asked to complete the TESA Follow-Up Survey Consequently, data were not available on the degree to which participants attempted to apply the 15 strategies presented in the workshop. However, participants were asked to complete the TESA Program Evaluation Survey at the end of the last TESA inservice program, and respondents gave the program a high overall rating. They also indicated that the program should continue as a staff inservice training program in the school district.

2. Design Objective 3.0 of the program proposal called for a workshop entitled "Learning Styles" to be conducted a total of 10 times for 150 participants during the 1982-83 school year; in fact the workshop was conducted a total of eight times for 86 participants.

   The proposal, under the same design objective, called for a workshop entitled "Time Management" to be conducted a total of 10 times for 150 participants during the 1982-83 school year; in fact, the workshop was conducted a total of five times for 68 participants.

   Similarly, the proposal called for a workshop entitled "Stress Management" to be conducted a total of six times for an undetermined number of participants during the 1982-83 school year; in fact, the workshop was conducted a total of two times for 38 participants.

3. Design Objective 4.0 of the program proposal called for a workshop entitled "Conflict Management" to be conducted a total of 12 times for 180 participants during the 1982-83 school year; in fact, the workshop was conducted a total of two times for 26 participants.

   The proposal under the same design objective, called for a workshop entitled "Solving Discipline Problems" to be conducted once for 30 participants during the 1982-83 school year; in fact, the 12 hour workshop was conducted in four sessions for an average of 26 participants per session.

   Similarly, the proposal called for a workshop entitled "Positive Approaches to Discipline" to be conducted a total of seven times for 210 participants during the 1982-83 school year; in fact, the workshop "Positive Approaches to School Climate" was conducted a total of seven times for 111 participants.

4. Design Objective 5.0 of the program proposal called for SD/HR specialists to compile reports of individual building level inservice activities for 129 schools. A total of 47 reports were compiled for workshops related to the design objective, representing 40 "schools": 32 elementary schools, four middle schools, two high school buildings, one from North Adult Center, and one from Shepard Center.

5. Design Objective 6.0 of the program proposal called for SD/HR specialists to conduct inservice activities for professional support staff on a request basis. A total of six such workshops were provided from August, 1982 to February, 1983 for 570 participants.

6. The program proposal called for SD/HR specialists to conduct and/or assist in the presentation of miscellaneous "other" staff development inservice programs during the 1982-83 school year. A total of 38 "other" workshops on various topics were presented during the school year, involving 682 participants.

Table 8

A Summary of the Attainment of the
1982-83 Evaluative Criteria

	Design Objective	Evaluative Criterion	Attained	Not Attained
1.0	School Improvement[a] Program			
2.0	TESA Program	. 90% of teachers indicate a clear understanding of unit interaction		X[b]
		. 90% of teachers indicate satisfaction with the inservice program		X[b]
2.0	TESA Follow-Up[c]	. 90% of teachers indicate application of interaction strategies		
		. 90% of teachers indicate interactions were helpful		
3.0	Learning Styles, Time Management & Stress Management	. 90% of teachers rate inservice successful in meeting objectives		X
		. 90% of teachers indicate application of strategies		X
4.0	Student Discipline	. 90% of teachers rate inservice successful in meeting objectives	X	
		. 90% of teachers indicate application of strategies	X	
5.0	Technical Assistance	. 90% of teachers rate inservice successful in meeting objectives	X	
		. Each school submits a written summary of inservice activity		X
6.0	Professional Staff Support	. 90% of respondents rate inservice as successful in meeting objectives		X
7.0	Other Inservice	. 90% of respondents rate inservice as successful in meeting objectives	X	

[a]Reported as part of the School Improvement Program
[b]One of the five TESA workshops (TESA III) failed to meet 90% evaluative criterion.
[c]Follow-up meeting was not held and evaluation instrument was not distributed.

Appendices

A. TESA Workshop Evaluation Forms

B. SD/HR Workshop Evaluation Form

C. SD/HR Follow-Up Survey Form

D. SD/HR Activities Checklist

E. Chronology of SD/HR Activities Related to Design Objective 2.0

F. Chronology of SD/HR Activities Related to Design Objective 3.0

G. Chronology of SD/HR Activities Related to Design Objective 4.0

H. Chronology of SD/HR Activities Related to Design Objective 5.0

I. Chronology of SD/HR Activities Related to Design Objective 6.0

J. Chronology of SD/HR Activities Related to Design Objective 7.0

Appendix A

TESA Workshop Evaluation Forms

EVALUATION — WORKSHOP #1

TESA

Which are you? (check)
__Teacher Participant
__Aide Participant
__Guest Teacher
__Guest Administrator
__Other

1. What did you like *best* about the first workshop?

_____

_____

2. What did you like *least* about the first workshop?

_____

_____

3. Additional Comments/Remarks

_____

_____

_____

4. Do you have a clear understanding of the Unit 1 interactions?

Perfectly clear 7 6 5 4 3 2 1 Do not understand them at all
(circle a number)

5. Is there anything about the project that disturbs you at this time?

___ No ___ Yes If "yes," please explain: _____

_____

_____

6. After learning about the project, how enthusiastic do you feel about your participation?

Enthusiastic 7 6 5 4 3 2 1 Reluctant
(circle a number)

7. How satisfied were you with today's workshop?

Completely satisfied 7 6 5 4 3 2 1 Utterly dissatisfied
(circle a number)

EVALUATION — WORKSHOP #2

TESA

Which are you? (check)
__ Teacher Participant
__ Aide Participant
__ Guest Teacher
__ Guest Administrator
__ Other

1. What did you enjoy most about today's workshop?

_____

_____

2. What did you enjoy least about today's workshop?

_____

_____

3. Are you having problems regarding the scheduling of observations? (check)

___ No ___ Yes If "yes," please explain: _____

_____

_____

4. Do you feel comfortable with an observer coding in your classroom?

Completely comfortable 7 6 5 4 3 2 1 Completely uncomfortable
(circle a number)

5. Do you have a clear understanding of the Unit 2 interactions?

Perfectly clear 7 6 5 4 3 2 1 Do not understand them at all
(circle a number)

6. How satisfied were you with today's workshop?

Completely satisfied 7 6 5 4 3 2 1 Completely dissatisfied
(circle a number)

EVALUATION — WORKSHOP #3

TESA

Which are you? (check)
__ Teacher Participant
__ Aide Participant
__ Guest Teacher
__ Guest Administrator
__ Other

1. Do you think that being involved in developing a skit to demonstrate the interactions has given you a better understanding of how to practice and code them?

   ____ Yes ____ No

2. Do you feel that we should continue having the participants demonstrate the interactions?

   ____ Yes ____ No

3. Additional Comments/Remarks

   _____

   _____

   _____

   _____

4. Do you have a clear understanding of the Unit 3 interactions?

   Perfectly 7 6 5 4 3 2 1 Do not understand them at all
   (circle a number)

5. How satisfied were you with today's workshop?

   Completely satisfied 7 6 5 4 3 2 1 Utterly dissatisfied
   (circle a number)

EVALUATION — WORKSHOP #4

TESA

Which are you? (check)

__ Teacher Participant
__ Aide Participant
__ Guest Teacher
__ Guest Administrator
__ Other

1. At this point in the project, are you experiencing any problems in maintaining the observation coding schedule?

Everything is O.K. 7 6 5 4 3 2 1 Many problems
(circle a number)

2. Additional Comments/Remarks

_____

_____

_____

_____

_____

_____

3. Do you have a clear understanding of the Unit 4 interactions?

Perfectly 7 6 5 4 3 2 1 Do not understand them at all
(circle a number)

4. How satisfied were you with today's workshop?

Completely satisfied 7 6 5 4 3 2 1 Utterly dissatisfied
(circle a number)

EVALUATION — WORKSHOP #5

TESA

Which are you? (check)
__ Teacher Participant
__ Aide Participant
__ Guest Teacher
__ Guest Administrator
__ Other

1. Please read all the statements below and select the one which best describes your opinion.

____ I think *most teachers* in the district would benefit by participating in a program such as this.

____ I think a *limited number of teachers* in the district would benefit by participating in a program such as this.

____ I question the value of this program, either for teachers or students.

2. Comments/Remarks

_____

_____

_____

3. Do you have a clear understanding of the Unit 5 interactions?

Perfectly clear 7 6 5 4 3 2 1 Do not understand them at all
(circle a number)

4. How satisfied were you with today's workshop?

Completely satisfied 7 6 5 4 3 2 1 Utterly dissatisfied
(circle a number)

TESA FOLLOW-UP SURVEY

Grade Level: (Circle only one) (1) Elementary (2) Middle (3) Secondary (4) Other (specify) _____

TESA Workshops Attended: (Circle all that apply) (1) TESA I (2) TESA II (3) TESA III (4) TESA IV (5) TESA V

Instructions: Please complete the ratings for items A through F by circling the number that best indicates your reponse. Item G asks for your comments. Be sure to complete the back of this form.

A. Overall, how would you rate the helpfulness of the strategies presented in the TESA workshops?

Of No Help	Of Little Help	Undecided	Helpful	Very Helpful
1	2	3	4	5

B. Have you applied the interaction strategies in your classroom?

Yes	No
1	2

C. As a direct result of applying the TESA strategies, do you perceive a reduction in your stress level?

Yes	No
1	2

D. As a direct result of applying the TESA strategies, has student attendance improved?

Yes	No	Same
1	2	3

E. As a direct result of applying the TESA strategies, has the number of discipline problems been reduced?

Yes	No	Undecided
1	2	3

F. As a direct result of applying the TESA strategies, has student academic performance improved?

Yes	No
1	2

G. Comments: _____

_____

_____

_____

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strategies by completing the ratings in the first column. Next, indicate the degree to which the strategies were helpful by completing the ratings in the third column.

Indicate the degree to which you applied the TESA strategies. Response Key: 2 – Rarely; 3 – Some of the Time; 4 – Most of the Time; 5 – All of the Time	TESA STRATEGIES	Indicate the degree to which the TESA strategies were helpful in the classroom. Response Key: 1 – Of No Help; 2 – Of Little Help; 3 – Undecided; 4 – Helpful; 5 – Very Helpful
	TESA I	
2 3 4 5	1. Equitable Distribution of Response Opportunities	1 2 3 4 5
2 3 4 5	2. Affirmation or Correction	1 2 3 4 5
2 3 4 5	3. Proximity (within arm's reach of student)	1 2 3 4 5
	TESA II	
2 3 4 5	4. Individual Helping	1 2 3 4 5
2 3 4 5	5. Praise of Learning Performance	1 2 3 4 5
2 3 4 5	6. Courtesy	1 2 3 4 5
	TESA III	
2 3 4 5	7. Latency (waiting time for student to respond)	1 2 3 4 5
2 3 4 5	8. Reasons for Praise	1 2 3 4 5
2 3 4 5	9. Personal Interest and Compliments	1 2 3 4 5
	TESA IV	
2 3 4 5	10. Delving, Rephrasing, and Giving Clues	1 2 3 4 5
2 3 4 5	11. Listening	1 2 3 4 5
2 3 4 5	12. Touching	1 2 3 4 5
	TESA V	
2 3 4 5	13. Higher Level Questioning	1 2 3 4 5
2 3 4 5	14. Accepting Feelings	1 2 3 4 5
2 3 4 5	15. Desisting	1 2 3 4 5

TESA — PROGRAM EVALUATION SURVEY

District: _____ School Year: _____

Please check the appropriate answer to each item below.

Sex: Male ☐ Female ☐ Years in profession: 1-5 ☐ 6-10 ☐ 11-15 ☐ 16+ ☐

Age: 20-25 ☐ 26-30 ☐ 31-35 ☐ 36-40 ☐ 41-45 ☐ 46+ ☐

Your major assignment: Administrator ☐ Aide ☐ Counselor ☐ Teacher ☐ Other ☐

Grade level assignment: K-3 ☐ 4-6 ☐ 7-8 ☐ 9-12 ☐ College/University ☐

PLEASE CIRCLE THE NUMBER THAT BEST REPRESENTS YOUR ANSWER TO THE QUESTION ASKED.

1.	To what degree were the objectives of the TESA program clearly communicated to you?	1. High 1 2 3 4 5 Low
2.	To what degree were the methods employed by the instructor(s) effective in achieving the objectives?	2. High 1 2 3 4 5 Low
3.	To what degree did the instructor(s) demonstrate a thorough knowledge and understanding of TESA concepts?	3. High 1 2 3 4 5 Low
4.	To what degree did the instructor(s) succeed in communicating TESA concepts?	4. High 1 2 3 4 5 Low
5.	To what degree did the instructor(s) demonstrate enthusiasm for the TESA program?	5. High 1 2 3 4 5 Low
6.	To what degree did the TESA program introduce you to new professional ideas?	6. High 1 2 3 4 5 Low
7.	To what degree did the TESA program provide you with applied and functional knowledge and practices?	7. High 1 2 3 4 5 Low
8.	To what degree did your involvement in the TESA program result in positive changes in your attitude and behavior toward perceived "lows"?	8. High 1 2 3 4 5 Low
9.	To what degree was the program well organized and managed?	9. High 1 2 3 4 5 Low
10.	What is your overall rating of the TESA program?	10. High 1 2 3 4 5 Low
11.	Do you believe TESA should continue as a staff inservice training program in your district?	11. Yes ☐ No ☐ Undecided ☐

UNIT	STRAND A RESPONSE OPPORTUNITIES	STRAND B FEEDBACK	STRAND C PERSONAL REGARD
1	1A Equitable Distribution of Response Opportunities	1B Affirmation or Correction	1C Proximity (within arm's reach of student)
2	2A Individual Helping	2B Praise of Learning Performance	2C Courtesy
3	3A Latency (waiting time for student to respond)	3B Reasons for Praise	3C Personal Interest and Compliments
4	4A Delving, Rephrasing, and Giving Clues	4B Listening	4C Touching
5	5A Higher Level Questioning	5B Accepting Feelings	5C Desisting

The above diagram of the Interaction Model, each of the interactions has been coded according to UNIT-STRAND (e.g., Latency 3A, Courtesy = 2C). In the spaces below, prioritize the three (3) interactions you believe were *most effective* in bringing about positive change with your perceived "lows"; then prioritize the three which you believe were the *least effective*.

	Code		Code
1st most effective	_____	1st least effective	_____
2nd most effective	_____	2nd least effective	_____
3rd most effective	_____	3rd least effective	_____

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Appendix B

SD/HR Workshop Evaluation Form

School Code	Type	Month	Day	Year	office use only

STAFF DEVELOPMENT AND HUMAN RELATIONS
WORKSHOP EVALUATION FORM

Workshop Topic _____ Name (optional) _____

Presenter(s) _____

School _____ Date _____

Important: It is our objective to provide quality inservice programs for District Personnel. Please respond to all of the following questions to help us determine the effectiveness of this inservice program.

1. How would you rate this workshop in meeting its stated objectives? (Circle one)

Very Successful	Successful	Undecided	Little Success	No Success
5	4	3	2	1

2. Did you increase your knowledge and/or acquire new skills as a result of the inservice? (Mark one)

Yes ☐ No ☐ Uncertain ☐

3. Please list one or more skills and/or strategies presented at this workshop that could be applied in your school or classroom.

_____

_____

4. As a result of today's session I will _____

_____

5. Suggestions for improvement of this workshop: _____

_____

_____

6. Please list additional staff development concerns and/or problems you would like to see covered in future meetings: _____

_____

Thank you for your assistance.

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Appendix C

SD/HR Follow-Up Survey Form

STAFF DEVELOPMENT AND HUMAN RELATIONS
FOLLOW-UP SURVEY FORM

School Code		Type		Month		Day		Year			For office use only

Workshop Topic_____ Your School_____

Workshop Date_____ Today's Date_____

Please help us assess the value of an inservice workshop in which you participated 4 to 6 weeks ago. Please complete and return via school mail to Staff Development Human Relations, West Mound Service Center, by _____.

During the inservice program, a number of skills and/or strategies were presented that could be applied in classrooms or related situations.

1. How many of these skills/strategies do you <u>believe</u> you could try/apply in your job? (Circle only one)

   0 1-2 3-5 6 or More

2. How many of these skills/strategies have you <u>actually</u> been able to try/apply in your job? (Circle only one)

   0 1-2 3-5 6 or More

3. On the reverse side of this form <u>briefly</u> describe the skills/strategies you have tried, estimate the times tried, and whether or not each was successful.

Skills/Strategies	Times Tried Since Workshop	Was It Successful
_____	_____	Yes No
_____	_____	Yes No
_____	_____	Yes No
_____	_____	Yes No
_____	_____	Yes No
_____	_____	Yes No
_____	_____	Yes No
_____	_____	Yes No
_____	_____	Yes No
_____	_____	Yes No

Appendix D

SD/HR Activities Checklist

STAFF DEVELOPMENT AND HUMAN RELATIONS
ACTIVITIES CHECKLIST

Inservice Topic/Activity _____

_____

School/Location _____ Date _____

Presenter(s) _____

Number of: Participants _____ Respondents _____

Hours: From _____ to _____ Total Hours: _____

Goals and Objectives: _____

_____

_____

_____

_____

_____

Related to Design Objective: (Check one)

_____ 1.0 Effective Schools

_____ 2.0 TESA

_____ 3.0 Learning Styles, Time and Stress Management

_____ 4.0 Strategies for Improved Pupil Discipline

_____ 5.0 Technical Assistance for Building Level Programs

_____ 6.0 Inservice for Professional Support Staff

_____ Other (specify) _____

SD/HR 8182 Objective 5.0
ES 8-82

Appendix E

Chronology of SD/HR Activities Related to Design Objective 2.0

Appendix E

Chronology of SD/HR Activities Related to Design Objective 2.0
Including Location, Inservice Topic, Number of Participants,
Length in Hours, and Goals and Objectives for 1982-1983

Date	Location	Inservice Topic	Number of Participants	Length in Hours	Goals and Objectives
October 4	West Mound	TESA Workshop I	32	5.0	Teachers will be trained to use three of the fifteen research-based strategies of TESA to motivate and support all students.
October 5	Shepard Center	TESA Workshop I	34	5.0	Same as above.
October 6	Shepard Center	TESA Workshop I	24	5.0	Same as above.
October 7	Shepard Center	TESA Workshop I	26	5.5	Same as above.
October 8	Shepard Center	TESA Workshop I	34	5.0	Same as above.
November 8	West Mound	TESA Workshop II	34	2.5	Participants will be trained to use three of the fifteen research-based strategies in the TESA Program.
November 9	Shepard Center	TESA Workshop II	35	2.5	Same as above.
November 10	Shepard Center	TESA Workshop II	19	2.5	Same as above.
November 11	Shepard Center	TESA Workshop II	28	2.5	Same as above.
November 12	Shepard Center	TESA Workshop II	33	2.5	Same as above.
January 10	West Mound	TESA Workshop III	20	2.5	Participants will be trained to use three of the fifteen research-based strategies in the TESA Program.
January 11	Shepard Center	TESA Workshop III	30	2.5	Same as above.
January 12	Shepard Center	TESA Workshop III	20	2.5	Same as above.
January 13	Shepard Center	TESA Workshop III	21	2.5	Same as above.
January 14	Shepard Center	TESA Workshop III	31	2.5	Same as above.

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Appendix E (Continued)

Chronology of SD/HR Activities Related to Design Objective 2.0
Including Location, Inservice Topic, Number of Participants,
Length in Hours, and Goals and Objectives for 1982-1983

Date	Location	Inservice Topic	Number of Participants	Length in Hours	Goals and Objectives
February 15	Shepard Center	TESA Workshop IV	27	2.5	Participants will be trained to use three of the fifteen research-based strategies in the TESA Program.
February 16	Shepard Center	TESA Workshop IV	18	2.5	Same as above.
February 17	Shepard Center	TESA Workshop IV	24	2.5	Same as above.
February 18	Shepard Center	TESA Workshop IV	30	2.5	Same as above.
February 21	West Mound	TESA Workshop IV	31	2.5	Same as above.
March 21	West Mound	TESA Workshop V	30	2.5	Same as above.
March 22	Shepard Center	TESA Workshop V	29	2.5	Same as above.
March 23	Shepard Center	TESA Workshop V	19	2.5	Same as above.
March 24	Shepard Center	TESA Workshop V	26	2.5	Same as above.
March 25	Shepard Center	TESA Workshop V	27	2.5	Same as above.

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Appendix F

Chronology of SD/HR Activities Related to Design Objective 3.0

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Appendix F

Chronology of SD/HR Activities Related to Design Objective 3.0
Including Location, Inservice Topic, Number of Participants,
Length in Hours, and Goals and Objectives for 1982-1983

Date	Location	Inservice Topic	Number of Participants	Length In Hours	Goals and Objectives
October 18	Shepard	Learning Styles	18	7.00	Goal: To provide participants with information which may enable them to accommodate their student's learning styles. Objectives: 1) SD/HR specialists will introduce participants to the Gregorc and Dunn models of learning styles; 2) SD/HR specialists will provide participants with information concerning cultural diversity as it relates to learning styles; 3) SD/HR specialists and/or consultants will present examples of small group and independent activities which incorporate learning style theory and research in the classroom.
October 18	Shepard	Time Management	14	7.00	1) Participants will become more aware of their personal and professional uses of time; 2) participants will learn the rationale for and process of effective goal setting and decision-making; 3) participants will recognize how time is wasted and will learn strategies for effective Time Management; 4) participants will be presented with current research regarding T.O.T. and will learn ways to provide additional T.O.T. in the classroom/professional setting; 5) participants will write an individual action plan for more effective Time Management. The criterion for the level of success of this workshop will be that at least 90% of the respondents to the SD/HR evaluation instrument will rate the workshop as either "successful" or "very successful" in meeting its stated objective.
November 4	Shepard	Time Management	19	7.00	Same as above Time Management
November 8	Shepard	Learning Styles	7	7.00	Same as above Learning Styles
November 19	Hudson	Learning Styles	11	6.00	Same as above Learning Styles
November 22	Clearbrook and Sattelites	Stress Management	25	1.25	To explore information on: 1) What stress is; 2) What causes it; 3) How the body/mind responds to it; 4) How to make it work for self.

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Appendix F (Continued)

Chronology of SD/HR Activities Related to Design Objective 3.0 Including Location, Inservice Topic, Number of Participants, Length in Hours, and Goals and Objectives for 1982-1983

Date	Location	Inservice Topic	Number of Participants	Length in Hours	Goals and Objectives
November 30	Shepard	Learning Styles	4	7.00	Goal: To provide participants with information which may enable them to accommodate their student's learning styles. Objectives: 1) SD/HR specialists will introduce participants to the Gregorc and Dunn models of learning styles; 2) SD/HR specialists and/or consultants will present examples of small group and independent activities which incorporate learning style theory and research in the classroom.
December 1	Walnut Ridge	Stress Management	13	2.00	Same as above Stress Management
December 3	Ft. Hayes	Learning Styles	12	3.75	Same as above Learning Styles
December 6	Douglas	Learning Styles	15	6.00	Same as 11/30 Learning Styles
January 26	Shepard Center	Time Management	14	7.00	Same as above Time Management
February 8	Shepard Center	Learning Styles	15	7.00	Same as above Learning Styles
February 9	Shepard Center	Time Management	15	7.00	Same as above Time Management
May 12	Shepard Center	Time Management	6	4.00	Same as above Time Management
May 24	Indian Springs	Learning Styles	4	4.00	Same as above Learning Styles

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Appendix G

Chronology of SD/HR Activities Related to Design Objective 4.0

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Appendix G

Chronology of SD/HR Activities Related to Design Objective 4.0
Including Location, Inservice Topic, Number of Participants,
Length in Hours, and Goals and Objectives for 1982-1983

Date	Location	Inservice Topic	Number of Participants	Length in Hours	Goals and Objectives
September 28	Shepard	Positive Approaches to School Climate	7	7.0	To present educational philosophies of Dr. William Glasser, Dr. John Goodlad, and Dr. William Purkey and specific strategies which are conducive to positive school climate.
October 1	Cedarwood	Positive Approaches to School Climate	17	7.0	Same as above Positive Approaches to School Climate
October 20	Shepard	Conflict Management	13	6.0	To provide participants with an introduction to Conflict Management skills for: 1) verbal confrontations, 2) physical confrontations, 3) problem solving.
October 22	Shepard	Solving Discipline Problems (1 of 4)	26	3.0 3.0	To familiarize participants with the Wolfgang and Glickman model of classroom management, known in Columbus Public Schools as the "Teacher Behavior Continuum" (TBC).
November 2	Shepard	Positive Approaches to School Climate	13	7.0	Same as above Positive Approaches to School Climate
November 3	Shepard	Conflict Management	13	6.0	Same as above Conflict Management
December 1	Clearbrook and Satellites	Positive Approaches to School Climate	25	4.0	Same as above Positive Approaches to School Climate
December 1	Alum Crest	Positive Approaches to School Climate	26	2.0	Same as above Positive Approaches to School Climate
December 2	Maybury	Positive Approaches to School Climate	11	5.5	Same as above Positive Approaches to School Climate
December 3	Shepard	Solving Discipline Problems (2 of 4)	27	3.0 3.0	Same as above Solving Discipline Porblems
December 3	Ft. Hayes	Positive Approaches to School Climate and TESA	12	1.5	Same as above Positive Approaches to School Climate

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Appendix G (Continued)

Chronology of SD/HR Activities Related to Design Objective 4.0
Including Location, Inservice Topic, Number of Participants,
Length in Hours, and Goals and Objectives for 1982-1983

Date	Location	Inservice Topic	Number of Participants	Length in Hours	Goals and Objectives
January 7	Shepard	Solving Discipline Problems (3 of 4)	26	3.0 3.0	To familiarize participants with Wolfgang and Glickman model of classroom management, known in Columbus Public Schools as the "Teacher Behavior Continuum" (TBC).
January 27	Shepard	Solving Discipline Problems (4 of 4)	24	6.0	Same as above.

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Appendix H

Chronology of SD/HR Activities Related to Design Objective 5.0

Appendix II

Chronology of SD/HR Activities Related to Design Objective 5.0
Including Location, Inservice Topic, Number of Participants,
Length in Hours, and Goals and Objectives for 1982-1983

Date	Location	Inservice Topic	Number of Participants	Length in Hours	Goals and Objectives
August 23	Indianola Informal	Glasser	13	4.00	To present an in-depth look at Glasser's approach to School Discipline. Also to provide planning strategies for implementing the Glasser approach.
August 30	Maybury	Science	13	3.50	To show teachers how science is part of the ongoing curriculum and to give practical ideas for classroom use.
August 31	Monroe	A.D. Follow-up	30	2.50	To review four competencies of A.D. with staff and help them plan for their classroom and schoolwide A.D. for school year 1982-83.
August	Fairmoor	A.D. Follow-up	28	1.25	Same as above A.D. Follow-up
September 9	McGuffey	Assertive Discipline	13	6.00	Train members of the teaching staff and others of McGuffey El. in the four competencies of Assertive Discipline and will enhance the participants' understanding of the total Assertive Discipline approach in action.
September 21	Johnson Park	Positive Approaches to School Climate	8	3.50	To present educational philosophies of Dr. William Glasser, Dr. John Goodlad, and Dr. William Purkey and specific strategies which are conducive to positive school climate.
September 21	Johnson Park	Conflict Management	7	3.00	To present verbal and physical skills participants can use to resolve conflict.
September 24	Shady Lane	Positive Approaches to School Climate	14	7.00	Same as above Positive Approaches to School Climate
September 27	Hubbard	Review of Assertive Discipline	15	7.25	1) Review the Assertive Discipline program; 2) Provide the staff with a model with which they could develop a school-wide Assertive Discipline program.
September 29	Deshler	Positive Approaches to School Climate	19	7.00	Same as above Positive Approaches to School Climate

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Appendix H (Continued)

Chronology of SD/HR Activities Related to Design Objective 5.0
Including Location, Inservice Topic, Number of Participants,
Length in Hours, and Goals and Objectives for 1982-1983

Date	Location	Inservice Topic	Number of Participants	Length in Hours	Goals and Objectives
October 11	Medary	Positive Approaches to School Climate	30	7.00	During the workshop session, the Staff Development/Human Relations Specialists will present to the school staffs educational philosophies and specific strategies which are conducive to positive school climate.
November 15	East Linden	Assertive Discipline	20	6.00	To introduce the four competencies of the A.D. plan and to explain the techniques involved in writing a discipline plan.
November 15	Scioto Trail	Positive Approaches to School Climate	13	7.00	To present educational philosophies of Dr. William Glasser, Dr. John Goodlad, and Dr. William Purkey and specific strategies which are conducive to positive school climate.
November 16	Indianola M.S.	Improving Student Achievement	32	6.75	Goal: To encourage and help teachers to boost student achievement. Objectives: The participants will increase knowledge and skills on how to: a) work with unmotivated students, b) team and cooperate with colleagues, c) help students prepare for tests and use test results.
November 17	Stockbridge	Positive Approaches to School Climate	10	7.00	Same as above Positive Approaches to School Climate
November 18	Indian Springs	Improving Communications	34	6.50	Goal: To improve communications among the Indian Springs School Community (staff, students, parents, etc.). Objectives: The participants will: 1) increase their awareness of patterns of communication which hinder effective communication, 2) increase their awareness of patterns of communication which facilitate effective communication and 3) practice effective communication skills.
November 18	Como	Conflict Management	18	6.75	Goal: To provide participants with an introduction to conflict management skills. Objective: To provide participants with skills for more effectively and safely managing verbal and physical confrontations.

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Appendix H (Continued)

Chronology of SD/HR Activities Related to Design Objective 5.0
Including Location, Inservice Topic, Number of Participants,
Length in Hours, and Goals and Objectives for 1982-1983

Date	Location	Inservice Topic	Number of Participants	Length In Hours	Goals and Objectives
November 19	Avondale	Learning Disabilities and Glasser's Approach to Discipline	23	5.50	Goals: 1) To introduce the Glasser approach to discipline; 2) To increase awareness with regard to identifying SLD children and appreciating their problems with regard to the learning process. Obj. 1) To expose staff to a positive approach to discipline; 2) To give staff members practical suggestions to use as alternatives to paddling or other punitive methods of discipline; 3) To provide actual experiences designed to increase understanding of difficulties SLD children face; 4) To provide information designed to help teachers identify children who are potential SLD candidates more effectively; 5) To provide practical suggestions designed to enable SLD children to function more effectively in a regular classroom setting.
November 30	Burroughs	Positive Approaches to School Climate	27	3.00	Same as Positive Approaches to School Climate
December 6	Sullivant	Communications	16	5.50	To facilitate more effective communications through increasing participants awareness of "verbal maps" as well as their knowledge and practice of the following skills: 1) So Far As I Know; 2) Up to a Point; 3) To Me; and 4) Indexes (What; Where; When)
December 8	Moler	Positive Approaches to School Climate	16	6.00	Same as Positive Approaches to School Climate
December 9	Shepard	Alternative Reading Program	25	2.50	To present the concept of the alternative reading program, review the relationship to the Houghton Mifflin series, detail the materials along with preparing requests to meet the needs of each teacher.
January [illegible]	Winterset	Positive Approaches to School Climate	15	5.50	Same as Positive Approaches to School Climate
January 5	Indian Springs	Student Health	32	6.75	To increase knowledge and awareness of staff in the area of health education. The participants will: 1) increase awareness and knowledge of the drug problems, programs and policies in the Columbus City Schools; 2) increase awareness and knowledge of how a child's self-image affects his/her mental health and school behavior; 3) be presented strategies for dealing with mental health needs of students

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Appendix H (Continued)

Chronology of SD/HR Activities Related to Design Objective 5.0
Including Location, Inservice Topic, Number of Participants,
Length in Hours, and Goals and Objectives for 1982-1983

Date	Location	Inservice Topic	Number of Participants	Length In Hours	Goals and Objectives
January 6	Beck	Learning Styles	17	6.50	Same as bearning Styles
January 19	Lincoln Park	Classroom Climate and Student Self-Concept	21	5.00	To present education philosophies and specific strategies on two important concepts (classroom climate and teacher expectations) to the staff at Lincoln Park. This information is to enable teachers to learn overt behaviors which, when practiced, will facilitate a higher level of pupil performance in the basic skills.
January 19	Moler	Positive Approaches to School Climate and Student Achievement Part II	16	6.00	To present educational philosophies which will enhance positive school climate and achievement.
January 20	Highland	Handicap Simulation to Increase Awareness and Understanding of Handicapped Children	30	6.00	To increase participants awareness of and sensitivity to the needs of handicapped students.
Janaury 24	North Adult	Stress Management	18	2.50	To explore information on: (1) What stress is; (2) what causes it; (3) how the mind/body respond to it; (4) how to more effectively manage the negative aspects of stress.
January 24	North Adult	Adult Learning	32	2.50	To present an overview of adult learning to the staff at North Adult; present an awareness of specific aspects of adult learning which will enhance teaching/learning for adults with whom the staff works.
January 25	Weinland Park	Managing the Elementary Classroom	25	7.00	To improve the functioning of planning, organizing, coordinating, directing, housekeeping, and nurturing in the classroom.
January 25	South Mifflin	Positive Approaches to School Climate	12	5.50	To present educational philosophies of Dr. William Glasser, Goodlad, and Dr. William Purkey and specific strategies which are conducive to positive school climate.

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Appendix H (Continued)

Chronology of SD/HR Activities Related to Design Objective 5.0
Including Location, Inservice Topic, Number of Participants,
Length in Hours, and Goals and Objectives for 1982-1983

Date	Location	Inservice Topic	Number of Participants	Length in Hours	Goals and Objectives
January 27	Whetstone	Skill Building for High School Department Chairpersons	10	7.00	To present relevant software for computer use to department chairpersons. To present an overview of the Learning Style models of Gregorc and Dunn. To facilitate a planning session on North Central Evaluation.
February 1	Champion	Technical Assistance--"Positive Approaches to School Climate and Team Building"	33	7.00	To conduct human relations activities which will enhance the school climate of the participants and to present educational philosophies of Drs. William Purkey and Glasser.
February 10	Fifth Avenue	Assertive Discipline	18	6.00	To familiarize the staff with the Assertive Discipline program. To receive training in the theory and application of the four competencies and how to apply the principles in a schoolwide program.
February 23	Scottwood	Positive Approaches to School Climate	16	7.00	To present to the Scottwood staff educational philosophies and specific strategies conducive to positive school climate.
February 24	Fairwood	Positive Approaches to School Climate	19	7.00	To present to the Fairwood staff educational philosophies and specific strategies which are conducive to positive school climate
March 1	Siebert	Positive Approaches to School Climate	11	7.00	Same as above.
March 2	West High School	Conflict Management: An Awareness Session	25	2.00	To provide participants with an introduction to verbal and physical conflict management skills.
March 2	West High School	Intro. to Stress Management	32	2.00	Same as above Stress Management.
March 9	East Columbus	Building Positive Self-Concept	18	6.00	To discuss and illustrate how positive and negative self-concept are manifested in pupil behavior and achievement and to show ways to cultivate pupil self-concept.
March 21	Fairmoor	Positive Approaches to School Climate	21	2.00	Save as above Positive Approaches to School Climate.
March 28	Leawood	Time Management	8	2.00	To present time management strategies.

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Appendix H (Continued)

Chronology of SD/HR Activities Related to Design Objective 5.0
Including Location, Inservice Topic, Number of Participants,
Length in Hours, and Goals and Objectives for 1982-1983

Date	Location	Inservice Topic	Number of Participants	Length in Hours	Goals and Objectives
April 12	Innis	Assertive Communication Strategies	10	3.00	Participants will develop strategies for being more effective when working with groups likely to be aggressive or resistant to what they present, or to them personally.
April 12	Innis	Assertive Communication Strategies	8	3.00	Same as above.
April 18	Binns	Positive Approaches to School Climate	22	2.00	Same as Positive Approaches to School Climate.
April 18	Cranbrook	Supporting Staff Morale	26	3.00	Enhance communication and involvement among staff members; develop awareness and appreciation of differences among individuals; and develop individual and group control of time.

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Appendix I

Chronology of SD/HR Activities Related to Design Objective 6.0

Appendix I

Chronology of SD/HR Activities Related to Design Objective 6.0 Including Location, Inservice Topic, Number of Participants, Length in Hours, and Goals and Objectives for 1982-1983

Date	Location	Inservice Topic	Number of Participants	Length In Hours	Goals and Objectives
August 26	Ft. Hayes Caree	Food Service Managers Workshop	68	3.0	To provide Food Service Managers with Assertive Communication skills.
December 4	Ft. Hayes	Communications	110	4.0	To share with custodians effective interpersonal communication skills and to create plans for solving identified concerns.
February 14	Ft. Hayes	Communications Workshop	123	4.0	Same as above.
February 15	Ft. Hayes	Communications Workshop	82	4.0	Same as above.
February 16	Ft. Hayes	Communications Workshop	72	4.0	Same as above.
February 17	Ft. Hayes	Communications Workshop	115	4.0	Same as above.

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Appendix J

Chronology of SD/HR Activities Related to Design Objective 7.0

Appendix J

Chronology of SD/HR Activities Related to Design Objective 7.0
Including Location, Inservice Topic, Number of Participants,
Length in Hours, and Goals and Objectives for 1982-198

Date	Location	Inservice Topic	Number of Participants	Length In Hours	Goals and Objectives
September 8	North Linden	Managing the Elementary Classroom	16	6.0	Goal: To improve the functioning of planning, organizing, coordinating, directing, housekeeping and nurturing in the classroom. Objectives: To summarize research for Managing the Elementary Classroom. To discuss the planning of procedures and rules. To provide opportunity to discuss classroom problems and consider possible solutions. To present via video cassette a model for conducting the first day of school. To present a video introduction to using Brigance Inventory of Skills.
September 16	Imperial House North	Middle School Leadership Program	12	5.0	To provide personal and professional growth opportunities for middle school principals.
September 22	Shepard Center	Managing the Elementary Classroom	19	6.0	Same as above Managing the Elementary Classroom.
September 30	Shepard	Managing the Elementary Classroom	16	6.0	Same as above Managing the Elementary Classroom.
October 14	Alum Crest	Teaching Economic Concepts in High School Social Studies	16	7.0	Goal: Participants will explore ways to include economic concepts in high school social studies. Objective: Sixteen selected high school social studies teachers will meet at Alum Crest, Oct. 14, 1982, from 7:30 a.m. to 2:30 p.m. to explore ways to include economic concepts in their curriculum. Presenters will serve as resource persons and will be selected from various school and community agencies.
October 14	Imperial House North	Time Management - Middle School Admn. Academy	15	5.0	To discuss the Myth of Assumed Constraints as applicable to Time Management; to share outcomes of action plans developed on September 16; to discuss the instructional leadership role for administrators; to hear a Time Management action plan for implementation prior to the next session; and to showcase a successful strategy implemented by a middle school administrator.

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Appendix J (Continued)

Chronology of SD/HR Activities Related to Design Objective 7.0
Including Location, Inservice Topic, Number of Participants,
Length in Hours, and Goals and Objectives for 1982-1983

Date	Location	Inservice Topic	Number of Participants	Length in Hours	Goals and Objectives
October 19	Ft. Hayes Art Gallery	Potential Role of Computers in Art Education	24	3.0	To broaden and deepen awareness of the potential role of computers in art education.
October 19	Ft. Hayes Art Gallery	High School Set Design and Construction	19	3.0	To discuss and evolve approaches to set design and construction.
October 21	Shepard	Managing the Elementary Classroom	11	6.0	Same as above Managing the Elementary Classroom.
October 26	Brookhaven	Computer in Education	29	3.0 3.0	Computer Education in the Columbus Public Schools. Workshop for high school math teachers.
October 27	Shepard	Health Education - High School	17	6.0	To enhance participants knowledge of 1) the drug and alcohol program, 2) human sexuality, 3) death and dying. To provide participants with resource information in the areas of 1) drugs and alcohol, 2) human sexuality, 3) death and dying.
October 28	Shepard	High School Foreign Language Workshop	18	7.0	To raise the awareness and knowledge of participants in the following topics: 1) Use of computers in teaching foreign languages, 2) Expansion of foreign language course offerings to include all students in high school, 3) Strategies to aid in teaching limited English proficient students in high school.
October 29	Ft. Hayes	Laboratory Safety	18	5.0	Participants will acquire or increase their knowledge and/or skills about laboratory safety for implementation in high school science classes.
November 11	Imperial House North	Middle School Principal Leadership Workshop	12	5.0	To provide personal and professional growth opportunities for M.S. principals. To share outcomes of actions plans developed during the Oct. 14 meeting; to acquire knowledge about the Instructional Leadership Role of the ten Middle School principals; and to develop an action plan based information provided on instructional leadership.

Appendix J (Continued)

Chronology of SD/HR Activities Related to Design Objective 7.0
Including Location, Inservice Topic, Number of Participants,
Length in Hours, and Goals and Objectives for 1982-1983

Date	Location	Inservice Topic	Number of Participants	Length in Hours	Goals and Objectives
November 22	Northwest Career	High School Industrial Arts Industry Tour and Practical Classroom Teaching Strategies	26	6.5	To improve communications between high school industrial arts teachers. Obj. 1) To see and discuss how what is taught in the high school industrial arts program fits with industry; Obj. 2) To share ideas used in the teaching of industrial arts.
November 23	"ADS" West Broad Street	Micro Accounting	19	7.0	Goal: To introduce participants to Micro Accounting. Objective: Nineteen selected high school business (10E) teachers will meet at "ADS" on November 23, 1982 from 7:30-2:30 to be introduced to Micro Accounting by a representative of the McGraw Hill Book Co.
December 9	Imperial House North	Middle School Principals' Leadership Academy	15	5.0	To provide information about the teacher evaluation process to Middle School principals.
December 14	Ft. Hayes	Writing and Mastery Education	16	6.0	To provide information and techniques for improving writing skills in the high schools and to present an overview of the mastery education program.
January 3	Shepard	Interpersonal Communication	13	6.0	To improve the interpersonal communication skills of the Staff Development and Human Relations staff members.
January 4	Alum Crest	Hyre Expectations and Information Sharing	12	7.5	To learn of the superintendent's expectations for Staff Development; to inform the Staff Development staff about the Middle School Leadership Program for Principals, School Improvement Program, and district Drug/Alcohol Program.
January 12	Imperial House North	Middle School Administrator Academy - Evaluation Processes and Teacher Conferences	9	5.0	To provide specific information for participants about the teacher evaluation process and the use of conferences to assist teachers in professional growth.
January 21	Walnut Ridge - Instrumental Alum Crest - Vocal	High School Music Teacher Workshop	32	7.0	To update teaching strategies for developing and rehearsing a stage band and to review the development of programming and production for show choirs.

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Appendix J (Continued)

Chronology of SD/HR Activities Related to Design Objective 7.0
Including Location, Inservice Topic, Number of Participants,
Length in Hours, and Goals and Objectives for 1982-1983

Date	Location	Inservice Topic	Number of Participants	Length in Hours	Goals and Objectives
January 28	Shepard Center	Managing the Elementary Classroom	14	7.0	Managing the Elementary Classroom: To improve the planning, organizing, coordinating, directing, housekeeping, and nurturing in the classroom.
February 4	Ohio State Univ.	Positive Approaches to Classroom Climate	33	2.0	SD/HR will present to FEEP participants educational philosophies and specific strategies which are conducive to positive school climate.
February 7	Shepard Center	Managing the Elementary Classroom	12	7.0	Same as Managing Classroom above.
February 15	Lane Ave. Cookstore	Home Economics Instructor Workshop	18	6.5	Ideas for Food Preparation--Presentation of current trends and techniques of food preparation along with an introduction and use of herbs in cooking.
February 16	Alum Crest	A "Global Perspective" for High School Social Studies	18	6.0	To introduce participants to a process for bringing a global perspective to high school social studies.
February 17	Imperial House North	Middle School Administrator Academy	11	5.0	To develop a better awareness on the part of middle school principals of the importance of teacher involvement in decision making.
February 18	Shepard Center	Computers in the Columbus Classrooms	18	6.0	To share and discuss computer materials available in the classrooms and discuss the future curriculum in computer math.
March 1	Windsor	High School Foreign Language Teachers on Computers	30	3.0	To familiarize foreign language teachers with the use of computers and to share ways they can be used to teach foreign languages.
March 3	Brookhaven	Computer Instruction in Science Education	32		To acquaint participants with computer instruction in Science Education.
March 8	Imperial House North	Middle School Administrator Academy	12	5.0	Information on Saturday School (successes and pitfalls); overview of SIP; overview of Adopt-A-School; awareness and advantages of Martha Holden Jennings lecture series.

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Appendix J (Continued)

Chronology of SD/HR Activities Related to Design Objective 7.0
Including Location, Inservice Topic, Number of Participants,
Length in Hours, and Goals and Objectives for 1982-1983

Date	Location	Inservice Topic	Number of Participants	Length in Hours	Goals and Objectives
March 16	Shepard Center	TRIBES Training	12	7.0	To bring the teachers using TRIBES together for sharing experiences and additional training.
March 17	Southeast CC	Confrontation Management	18	6.0	To provide participants with specific skills for effectively managing difficult confrontations.
March 22	Northland H.S.	High School Business Education: Word Processing	32	6.0	To introduce participants to innovations in Word Processing.
April 21	Imperial House North	Middle School Administrator Academy	15	5.0	Sustained silent reading, why and how; middle school--three years later--a review; scheduling--alternatives and implications.
April 26	Shepard Center	High School Physical Education	18	6.0	(1) Discuss teacher concerns regarding the non-dresser and non-participant, (2) Discuss equipment concerns, (3) Develop citywide policies and procedures for high school physical education, (4) Discuss curriculum changes and a student selection of activities pilot program.
May 12	Ramada Inn North	Middle School Administrator	15	5.0	Overview of strategies used in association with interdisciplinary teaching of foreign language; share ideas regarding recruitment of volunteers; overview of Project Aware; overview of a unique middle school camping experience; observations and comments concerning middle schools.

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